



2020 Kessler Foundation National Employment and Disability Survey: Recent College Graduates (KFNEDS:RCG)

Kessler Foundation-UNH 2020 Employment Survey Findings Wednesday, June 3, 2020

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>> Please standby. We'll start at noon.

>> ANDREW HOUTENVILLE: Hi, everyone. This is Andrew Houtenville from the University of New Hampshire. We'll be waiting to give everyone a little bit of time. We've had experiences in the past when lots of people are coming in, Zoom experiences a little bit of a delay. We'll probably give it about two minutes before starting the actual session. We're currently at 410 participants. And when we break 500, we'll be breaking a record at the University of New Hampshire at least. And we have over 1,000 people registered to participate today. And so, we're really looking forward to it. Again, we'll wait about two minutes before starting just to give people time to check in.

500! We just broke 500. It's really great to see the interest in this really important topic. I'll wait probably another 30 seconds or so before we start the official webinar. >> Okay we're going to get started. Welcome everybody to The ADA ~~Perspective~~ Generation. New Perspectives on Employment of Graduates with Disabilities. This is from the University of New Hampshire. Let's get started. Just some logistical things to take care of before we moving on.

Okay, so this may be a lag in the slides. Let me just move on with the slides. Sometimes at the beginning of webcasts we've had a lag from when I hit "move forward" in the presentation to when the page turns. Let me talk about the up-front logistics. This webcast will be recorded. The recording will be placed alongside the main report, and the main findings, and the executive summary on Kessler Foundation's website, [Kesslerfoundation.org/KFSurvey2020](https://kesslerfoundation.org/KFSurvey2020).

That will be on the screen, if we get the thing to move. Now I hit the spacebar like five times, so it may jump like five slides.

Ferris, can you see if you can make it move? There we go! Now it might just jump like five more. Well, we'll make do.

After the presentations, we'll be doing questions and answers. And questions and answers can be asked by a box that appears on the Zoom toolbar. The chat has been disabled for this webcast. We're going to hold open the webcast after 1 o'clock Eastern to give time to answer questions in the Q&A function, because a lot of times people ask questions at the end. So we're going to hold it open and try to answer as much as we can in the questions and answer box. People will be answering questions along the way, either verbally or via text, via the Q&A function. All right. So I'm going to turn it over to our first keynote speaker, Rodger DeRose, the President and CEO of Kessler Foundation. Take it away.

>> RODGER DeROSE: Thank you. Welcome, everyone. It's great to have you all here to see the release of our survey findings to celebrate the 30th anniversary of the Americans with Disabilities Act. This program was originally planned to take place in the Capital Visitors' Center in Washington, D.C., but we decided to deliver results through this webinar. And as Andrew said, it's titled The ADA Generation: New Perspectives on Employment and College Graduates with

Disabilities. We're very pleased that we have more than 1,300 that registered for today's session. I think it shows very strong interest in the topic of education and employment for individuals with disabilities. Just so everyone knows, this is the third major disability study that Kessler Foundation has funded since 2015. And we've conducted these with the University of New Hampshire Institute on Disability. This particular study is based on a sample of over 4,700 recent college graduates. 50% reported at least one disability, and the over 50% no disability.

And the key goals of this study were first to look at the college experience of recent graduates. Second, to review the employment experience of those graduates. And then third, to determine the relationship between the college experience and their real-world experience. And I would say, finally, we really wanted to develop new ideas for supporting success in the workplace while improving the educational experiences for college students with disabilities.

So, I know that you're going to find the survey data helpful. Both in your own work and hopefully it will also inform many of the state agencies you work with, federal agencies, private foundations, other resources that are needed to improve employment success in the future. I think most of all this study shows that college graduates with disabilities were very involved in preparing for their career while they were in college. And that, in fact, influenced their work experience following their college career. And it's clear, however, that there are still challenges that exist. And I think this study identifies opportunities to continually make improvements.

So, here to provide comments is a very good friend to the disability community, a person that many of you know, and that is Jennifer Sheehy, Deputy Assistant Secretary from the U.S. Department of Labor. And following Jennifer's comments, you'll hear from our presenting panelists, which include my colleagues from Kessler Foundation, Elaine Katz, our senior vice president of our grant making operations, Dr. John O'Neill, and from the University of New Hampshire Dr. Andrew Houtenville, and Dr. Kim Phillips. Let me turn it over to Jennifer Sheehy. It's great to have you here.

>> JENNIFER SHEEHY: Rodger, thank you so much. This is an exciting survey. We at the Department of Labor and in the Office of Disability Employment Policy. We love data. Data drives everything that we do, because we need to have a firm foundation for our work and to make sure that it's relevant. Certainly, we also seek input from our stakeholders and college students with disabilities and young people with disabilities are important stakeholders. So, understanding what they're experiencing is really important.

This is an interesting and challenging time right now. First of all, I wanted to say we're excited to celebrate 30 years with the Americans with Disabilities Act, and at the Department of Labor, we have a calendar of events celebrating the foundation of the civil rights of people with disabilities. But in this pandemic, I think it's even more important to make sure that we include the talents and skills of all people, including those of young people who are launching their careers right now. It will be more difficult for them because of everything that's going on. And it's important that all of us as partners are there to support them. Our theme for the ADA anniversary is "Increasing Access and Opportunity." And one important feature of the ADA when it was being

passed, when it was back in, you know, the late '80s, one really important feature is that other groups besides those of people with disabilities supported passage of the ADA. So allies really helped pass the ADA and that meant groups of all diverse communities. And in a time when people right now may feel disenfranchised, it's important that people with disabilities are allies of other groups. Because that's what our civil rights is built upon. That's what our economy is built on is the benefit of diverse people in businesses contributing all of their skills and talents. The Department of Labor and the Office of Disability Employment Policy, we do have several programs that support college students with disabilities and those launching their careers. I just want to mention a couple of them.

Our apprenticeship inclusion model takes best practices in high-demand industrials and makes sure that young people with disabilities can access those apprenticeship opportunities. Then we have a community college project that makes sure that universal design for learning is the basic foundation for successful completion of community college certificates and credentials. And then, working in a business or employer of someone's choice. And those are inclusive of people with all disabilities. And then we also have our Workforce Recruitment Program. And that is a program, it's a database where we help match young people, college students, and recent graduates with disabilities with federal employment. With those opportunities, it's all important right now. But, I think we will learn a lot from this survey that will enhance our services and what we can offer in support of young people with disabilities that have those dreams of careers like all of us, and we want to help them get them started on the right path.

So, I will turn it back over to Andrew now for the results of the survey. Thank you.

>> ANDREW HOUTENVILLE: Sorry, I was muted. It's great to hear you guys. Thank you both Jennifer and Rodger for your comments. Let me jump into the discussion, the background. Just to give you an idea of the background. The ADA anniversary, it's the 30th year. You can think of people who were born 30 years ago, they never knew a world without the ADA. So if you think of recent college graduates as being people say 25-30, who graduated recently, either with a bachelor's degree or associate's degree, or more advanced degrees, you can think about how they did that underneath and in the context of the ADA's existence.

So, just to give you a bit of background, since the ADA, the number of college graduates with disabilities has tripled. It's gone from about 6% to about 20% four years ago.

And so these are kind of the latest statistics from college-related surveys. So that's a pretty astounding jump for sure. And let's go to the next slide.

So, one of the things to kind of give you a background as to some of the things that Rodger and Jennifer mentioned from a statistical perspective, is the employment gap between people with and without disabilities. These are labor force participation rates. So the percentage of people with or without disabilities that are actively looking for work or working. So they're participating in the labor market. So that gap has been persistently low, almost double the labor force

participation rate or people without disabilities is almost double traditionally than people with disabilities. And that's true, you know, however you slice it. The gap is a little narrower when you do people who we're looking at. People who are around 20-34, that gap tightens a bit. These are the kinds of statistics that we're facing. And, you know, some of the research questions that come out of this is since the 30 years since the ADA, to what extent is college paying off for people with disabilities? Are students with disabilities engaging? Rodger already gave a bit of a preview. But are they participating in college graduation in similar ways to their peers without disabilities? Are they successful in transitioning to work after they graduate? And do the employment outcomes, job qualities, job characteristics, do those differences close when you are a college graduate, or recent college graduate?

One of the big takeaways, I'm an economist by training, one of the biggest takeaways before we get started is college does pay off. You hear a lot of people doubting whether college pays off. It's a long-standing finding in labor economics. Some of the work that we've done at UNH with NIDILRR (National Institute on Disability Independent Living and Rehabilitation Research) shows that people with disabilities absolutely benefit from college degrees. People with physical disabilities more so than mental and cognitive-related disabilities. I'm going to hand it over to Kim Phillips. I'm happy to take any questions that people have at the end. But I'm going to turn it over to Kim Phillips who is going to talk about the results of the survey.

>> KIM PHILLIPS: Thank you, Andrew. Move to the next slide, please. Before I dive into the findings from the survey, I would like to acknowledge Kimara Nzamubona, Todd Honeycutt, Derek Nord, and Mikael Brooks for their contribution to this research. The sample included 4,738 respondents from all 50 states who were part of a Qualtrics general population panel. They were ages 20 to 35 years old and had graduated in the previous five years with their first undergraduate degree. Just under half were men, just under half were women, and 2% were non-binary, transgender, or other gender. 61% were white, non-Hispanic. And the researchers imposed some quotas so we would get roughly equal samples of people with and without disabilities. So 49.8% of this sample had a self-reported disability. Next slide.

Disability was measured by 10 items. Many of these were well-known questions borrowed from national surveys such as the American Community Survey and the Canadian Survey on Disability. And we created some additional prompts to increase representation of disability types. The most common was psychiatric, behavioral, or mental health disabilities at 23%.

Followed by cognitive disabilities at 18%. Then learning disabilities, vision, upper or lower mobility disabilities were all around 11-12%. Finally, hearing, intellectual and developmental disabilities, and an open-ended 'other disability' category had the fewest respondents. Of course, these categories were not mutually exclusive and respondents could report more than one type of disability. Next.

Degree and institution type. A quick note about the chart in this presentation. Disability statistics are marked with a D and statistically significant differences in charts are indicated with color and

pattern differences. So, blue polka-dotted bars with a D represent the disability statistics. While orange-striped bars indicate the no-disability group.

And if you notice bars that are solid and gray, that indicates no statistically significant difference in the comparison. What this chart shows is recent college graduates with disabilities were significantly more likely to have an associate's degree as their highest degree than recent graduates without disabilities; 19% versus 16%. The majority of the respondents reported a bachelor's degree as their highest degree. And about 20% had an advanced degree. Now, despite the respondents reporting their highest degree reported here, remaining questions focused on undergraduate experiences, and it was these undergraduate experiences that had to have happened within the previous five years. Next slide.

Most of the sample attended a state college or university. Although, this was a little bit less likely among people with disabilities who were significantly more likely to have earned their primary degree from community college, that is 18% versus 15%. About one quarter of the recent graduates with and without disabilities had graduated from a private college or university. Next.

One more note that in the tables, statistically significant differences between recent graduates with and without disabilities are shown with blue highlight and an asterisk. Gray or white rows indicate no statistically significant disability related difference. As to the reasons why recent graduates chose to get their degree from community college, the number one reason was financial, meaning it was a lower cost than other schools. The second most common reason, which was more likely among recent graduates with disabilities, was the location - that the school was easier to get to than other schools. And the other top five reasons, which were common to both groups was better chance of acceptance than at a four-year university. A better match for interest or career goals, and that the schedule better fit with their other commitments. Next slide.

Business management was the most common major among both the disability and no disability groups. Although it was significantly more likely among recent graduates without disabilities, at 23% versus 18%.

Health and related sciences was the second most common major and was equally likely among the disability and no disability groups.

Not including health and related sciences, other Science Technology, Engineering and Math majors, or STEM, were significantly less common for people with disabilities. Some majors that were much more common were education, psychology, communication, social science and history, visual and performing arts, and general liberal arts. Next slide.

College preparation activities during college. Next. About half of the recent college graduates had an assigned mentor. Those with disabilities were more likely to have used an advising center, and were more likely to have reported having an informal faculty advisor or mentor. Both groups were equally likely to have an assigned peer advisor or mentor. However, one thing

that was not shown was among recent graduates who did not have an assigned mentor, graduates with disabilities were more likely to identify as having an informal mentor.

Recent graduates with disabilities engaged in career services about as much as their peers without differences. There were no disability-related differences —. That's the gray bar if you're looking at the chart - in the use of job fairs, resume or cover letter training, interview training or mock interviews, or career explorations.

Recent college graduates with disabilities were slightly but significantly more likely to report having met with career counselors. Despite this mostly equivalent utilization, recent college graduates with disabilities were less likely to report that some of these career services had been helpful to their actual career, including the use of job recruiters, mock interviews, and even meeting with career counselors. Next slide.

About two thirds of recent college graduates participated in career-related internships. And recent college graduates with disabilities were slightly, but significantly more likely than those without disabilities to have done so. The majority of both groups said that their internships were related to their intended field, and both groups were equally likely on reflection to say that the internships were somewhat or very helpful to their careers so far and the majority did say so. Next slide.

Recent college graduates with and without disabilities were equally likely to have worked for wages at a job during college. And about two-thirds did so. Of these, 62% of those in the disability and no-disability groups indicated that their undergraduate jobs were related to or helped to prepare them for their employment in their intended field after college. Next slide.

Fewer people were self-employed during college, although it was significantly more common among those with disabilities at ~~11%~~ 11% versus 9%. And about three quarters of those who had been self-employed indicated that their self-employment was related to, or helped to prepare them for, their intended field. There was no disability-related difference. Post college employment is next.

So recent college graduates are most definitely striving to work. More than three quarters, 79% of recent graduates with disabilities and without indicated that they were currently employed at the time of the survey. Another 10% had worked since they graduated, although were not currently working. And of the minority who had not worked since graduation, recent graduates with disabilities were slightly but significantly more likely to have ever worked in the past.

Another 2-3% had never worked but were looking for a job and there was no disability-related difference in this group. So, that leaves very few who were not striving to work in some way. Only 3% of recent graduates with disabilities and 4% of recent graduates without disabilities had never worked and were not looking for a job. Next slide.

As to working arrangement among the currently employed, about two-thirds of recent graduates with disabilities reported working in regular, permanent positions, which is significantly less than the three quarters of recent graduates without disabilities who reported the same. Conversely,

those with disabilities were more likely than their non-disabled peers to work as a consultant or a freelancer, to work intermittently or on call, or to be paid by a temporary agency.

Next.

Maybe there's a lag in the slide. But I'll just continue. The top five job categories accounted for about half of respondents who were currently employed and four out of five were common to recent college graduates with and without disabilities. These were health occupations, engineering and architecture, (thank you), teaching and education, and sales and marketing jobs. Recent college graduates with disabilities also had clerical and administrative positions in the number four position. And those without disabilities had computer-related occupations as their number three.

Next slide.

Among bachelor's degree holders, recent college graduates with disabilities were more likely to be employed in person-related or helping professions such as teaching or education or counseling, sorry, whereas recent graduates without disabilities were more likely working in STEM professions. This is as we may have predicted, if you recall the differences in college majors.

>> FERRIS: I'm back on. I'll be moving the slides.

>> KIM PHILLIPS: Yes, I'm now on slide 31. There were significant differences in the distribution of hourly wages. With recent graduates with disabilities more likely earning less than \$15 an hour, and less likely earning in the higher wages. However, because the majority of recent graduates earned in the middle of the range, there were no significant differences in the average or median wage. The median wage with disabilities was \$18 and those without disabilities was \$20. A non-significant, statistically speaking, difference. Okay, next slide.

About 10% of respondents who were not currently employed were looking for work. And more than 40% with recent graduates with and without disabilities said the barriers they faced were not enough training.

Recent graduates with disabilities were also more likely to cite employer assumptions that they couldn't do the job, less pay than others in a similar job, and negative employer attitudes, in job search barriers.

Next.

Earlier we discussed career preparation activities during college, and I shared some of the recent college graduates' perceptions of the career helpfulness of some of their experiences. So, next we're going to look a little more objectively at how these experiences were associated with post-college employment status. Next.

Okay. So this slide shows a comparison within rather than between groups. So, among recent graduates with disabilities, there was a slight, but significant employment disadvantage among health and health science majors compared to all other majors.

Conversely, there was a slight advantage for education majors among people with disabilities. They were slightly more likely to be employed than people with disabilities from other majors. And then the third comparison is among computer science majors. Computer science majors were more likely to be currently employed than all other majors, but only for the no-disability group. There was no such advantage for recent graduates with disabilities. Next slide.

What this slide shows is among recent graduates with disabilities the use of any services including student accessibility services, academic advising and career services, is associated with a greater likelihood of being currently employed after graduation. Next slide.

Internships were also significantly associated with a greater likelihood of employment after college, regardless of disability status. Of those who were currently working, more than two-thirds had completed internships, versus just over half who were not working. Next slide.

Similarly, working for wages during college was significantly associated with greater likelihood of employment after graduating. Of those who were currently, nearly three fourths had worked for wages, versus about half of those who were not working. Next.

So, before I turn it over to John and Elaine to discuss the key takeaways and the implications of these survey findings, I want to mention that many more analyses are planned for the data generated by the Kessler Foundation National Employment Survey of Recent Graduates. Next slide.

Certainly we have more quantitative analyses planned, but I'd like to focus on the qualitative analyses that are upcoming. We asked recent college graduates to share advice for others to better prepare for work after graduation. Recent graduates gave some general advice like learn how to interview. Experience everything. If you can, job shadow someone in your field. They also gave specific advice to students with the same disabilities that they themselves reported. Next slide.

For example, some recent graduates with mental or behavioral health disabilities said take everything a day at a time. Be open and do not be afraid to ask for help. Know you're not alone and your difficulties do not make you unemployable. Thank you.

>> We're going to now hear from John and Elaine (of the Kessler Foundation) with key takeaways. John and Elaine?

>> JOHN O'NEILL: Okay, next slide, please. I'm going to talk a little bit about how college pays off. We know that the rate of employment increases at higher levels of education for everyone. And what's most important is that for people with disabilities, there's a greater proportional bump at each level. For example, as persons with disabilities move from AA degrees to BA degrees, we

see that there's a 20% improvement in their employment rates versus only a 1% improvement for people without disabilities.

Also, employment discrepancies between people with and without disabilities decreases educational levels increase. Most of these results I'm taking from the larger national American community surveys. Next slide.

Community college is certainly an important pathway to employment. We know that earnings are greater at higher levels of education. And that's for both people with and without disabilities. However, when people with disabilities move from a high school degree to an AA degree, the proportional bump in earnings for people with disabilities outstrips improvement for people without disabilities.

Also, as mentioned above, people with disabilities get a greater percent improvement in employment than people without disabilities at each educational level. And, I emphasize the "and," and the greatest proportional bump up is between high school and community college, where people with disabilities see a 34% improvement in employment rates, where people without disabilities only see a 10% improvement in employment.

>> ELAINE KATZ: What's really exciting about our survey findings is it counters the many long-standing myths about the potential for young people with disabilities in college. We saw little difference between the career preparation of graduates with disabilities and their non-disabled peers. Taking advantage of career service offices on campus, whether seeking out career guidance, using career office connection to help find part-time jobs or volunteer experiences while in school can make a really big difference in successful employment after graduation.

What may be the more surprising finding coming from this study is that recent college graduates with disabilities engaged in the same type of career preparation activities as much as their non-disabled peers. Next slide please.

You know, it's common that at universities and colleges, the offices of disability employment and career services are located on different parts of the campus. Career service offices may not be accessible. The staff may not be aware of the specific needs of students with disabilities, like accommodations for job interviews. But a growing practice seems to be that co-locating the disability and service offices in the same building, using a universal design approach, works to meet all the needs of the students.

It's also not surprising that we saw higher rates of dissatisfaction with career services from recent college graduates with disabilities. Sometimes we forget that satisfaction is also an accessible and a universal design issue when services are not comparable. A good example of the integration of careers in disability services was in a pilot funded by Kessler Foundation launched in 2013 by San Diego State University Interwork Institute. Bridging the Gap, College to Careers. They looked at a non-traditional approach to career development, and it was designed to improve the employment outcomes for students with disabilities. It was supplemented by peer mentorships, business mentorships, and job search assistance, to prepare students with

disabilities to compete in the marketplace. And it really did result in quicker placement and higher salaries than other programs we have seen.

Back to you, John.

>> JOHN O'NEILL: Next slide, please. Thank you. Striving to work. The findings from this current college graduate survey are very consistent with the 2015 Kessler Foundation National Disability Employment Survey that actually celebrated the 25th anniversary of the ADA. That survey also found that high proportions of people with disabilities were striving to work by overcoming certain barriers such as employers assuming they couldn't do the job because of their disability, lack of transportation, and negative attitudes on the part of fellow employees and supervisors. The 2015 survey and the current survey found that people with disabilities were also concerned about getting less pay than others. And the earnings outcomes from the recent college graduates survey -- this survey -- tend to support that fear somewhat in the fact that individuals with disabilities were less likely to be in the categories where higher earnings were being obtained.

I will turn it back to you, Elaine.

>> ELAINE KATZ: Okay, next slide, please. So, our study found recent college graduates with disabilities are less likely to major in STEM, which is the acronym for Science, Technology, Engineering, and Math. And it focused on careers outside of health and related services for our survey. As jobs in the high tech fields continue to grow, it's really more important than ever that college students with disabilities major in STEM to prepare for growing employment in fields such as accounting and finance, software development, business analytics, and research. There are some non-profit organizations like Lime Connect, and Integrate that do help place college graduates with disabilities in STEM careers. As we see employers diversify their workforces we have companies such as SAP and Microsoft hiring recent college graduates with disabilities.

That's why going to college is solid advice for students with disabilities. As the economy in the U.S. continues to recover, going back to school is solid advice for everyone. It's going to be important to get the next set of skills and training for the new jobs and careers that may actually be created in the aftermath of the pandemic.

Next slide. Back to you, Andrew.

>> ANDREW HOUTENVILLE: All right. Well, thank you John and Elaine. Those were some great comments. What we're going to do now is I'll probably be the one asking the questions.

Q & A

I've been reading a little bit of the questions that have been asked in the Q&A box. A few of them seem to have some common themes. Let me take the easiest ones first.

The slides will be available online at KesslerFoundation.org If you Google it, you'll probably get there very quickly. The slides in the final report with all the results and the executive summary are available at that link.

The other thing that people, a common thread was trying to compare our results to results from say the national statistics that you may see. One person mentioned the long-cited 70% of people are unemployed. People with disabilities are unemployed. I would urge people to look at the National Trends in Disability and Employment report, the nTIDE report, which UNH and Kessler Foundation put out monthly on the first Friday of every month. This will, oh, start my video. You guys couldn't see me. Anyway.

So, what we can do is talk more about that nTIDE. But keep in mind the unemployment rate is not the same as the percentage who are not working. The percentage who are not working is different because it includes people that are out of the labor force. If you're looking at the unemployment rate, remember to be in the denominator in unemployment rate, to be counted you either have to be working or actively looking for work in the last four weeks. So it doesn't include people who are not active in the labor force. So, you got to be careful reading those stats.

I would say the best way to read this is as a stand-alone piece, and not try to jump between percentages here and there. Because different age ranges can do this. And we are focusing on recent college graduates, which you'd be hard pressed to find some stats, although I know where to find them, on recent college graduates with disabilities. This is a very unique source.

The other thing that, let me ask the first kind of substantive question, one of the more interesting things, and I know we focused on it earlier, Kim. I know we focused on it when we were asking the questions and designing the survey - was working in the field that you studied. So, many people go to college. I'm a college professor. And I see people go and they go into their major. That's their passion. But then I hear from them later that they're not in the field that they intended to do. Kim, do you have or recall the story we found in the results on that regard?

>> KIM PHILLIPS: You're asking me what percentage of people work in the field in which they majored?

>> ANDREW HOUTENVILLE: Correct.

>> KIM PHILLIPS: No, I do not have the answer to that.

>> ANDREW HOUTENVILLE: But we have that in the survey, if I recall.

>> KIM PHILLIPS: I'll try to look at the report right now as you continue with other questions. Thank you.

>> ANDREW HOUTENVILLE: All right. So, another question that comes in is academic accommodations. So, the use of academic accommodations in college. And so my understanding is things like untimed tests, things like note takers coming to class with someone, extra time producing term papers. Say taking the rest of the summer to finish a term paper.

And academic accommodations like that. And Kim, correct me if I'm wrong, one thing we found is that many people without disabilities were reporting using these kinds of accommodations, as well. Right? And so, we want to take a closer look at how those questions were responded to. Because a lot of students receive accommodations, whether they have a reported disability or not. So, we didn't really find any differences between people with and without disabilities.

Now, when you go and you look at the use of accommodations and you look at labor market outcomes, one of the issues that we have trying to make statistical inferences from that kind of analysis is that we don't have a really good measure of the severity of the disability. And so, accommodations are not something that's kind of an experimental design shock to give into a random sample. It's usually related to some degree of severity.

And so, it's hard to disentangle that approach. Kim, one of the other questions was looking at different types of jobs. So, I'll just read the question. With trade jobs being in high demand in many areas, so, the trades, is there any information about post-training success for people with disabilities versus those without?

So, I believe this sounds like on-the-job training. I don't think we addressed any further on-the-job training say, in trade ones.

>> KIM PHILLIPS: No, we didn't look at on-the-job training. We did see that was a job search barrier that was common to the disability and no-disability groups. The need for more training. But we did not go beyond that and talk about job training among those who were employed. I can tell you that from looking at the report, in regards to your earlier question, recent college graduates with disabilities were slightly, but statistically significantly more likely, to say that their post-college jobs were NOT related to their field of survey. So 24% of recent graduates with disabilities said they were not working in their related field, whereas 19% of recent graduates without disabilities were not working in a related field to their field of study.

>> ANDREW HOUTENVILLE: For future analysis, I would like to break that down with STEM versus non-STEM. We did see that students with disabilities were less likely to be in STEM-related fields. So the wages are going to be different. The likelihood of finding a job in your field is going to be different if you're in se a professional degree versus a liberal arts degree. Some of these differences may be due to the different types of degrees that people with disabilities have. So further analysis is going to have to take that into account.

A few people have asked about breakdown by disability type. And that was on Kim's further analysis slide. Currently, we don't have the breakdowns by disability type reported. But that's on

our, probably the next thing we're going to do. Because we know that people experience disabilities differently. And certainly they could have different ramifications for participating in college resources and participating within college and taking advantage of career services. Kim, one question that came up was use of Social Security benefits. How many people had Social Security benefits while they were in college, and also the potential use of services like the Ticket to Work. Did we collect any information on that? I'm pretty sure we haven't analyzed it. But did we collect that

>> KIM PHILLIPS: Yes, if you give me a second, I can look up that statistic.

Ticket to Work, I don't think we have that. We do have other benefits. One moment.

>> ANDREW HOUTENVILLE: Yeah. Here's a really, really timely one about inner-city neighborhoods and the intersectionality of other underrepresented groups and disability. One of the issues we faced is to go to disability type, but also we want to look at intersectionality with other categories, other populations, subpopulations. And one, a lot of the times the sample sizes get a little small, but also certainly we want to see, want to do and look at those intersectionality-type questions.

>> KIM PHILLIPS: Andrew? You might have to remind me of the question, but I can tell you that among the recent college graduates with disabilities, 8.3% reported supplemental security income (SSI), 6.6% reported SSDI. Anything else that you wanted to know?

>> ANDREW HOUTENVILLE: Interesting. No, that's good. And those are in the report, right?

>> KIM PHILLIPS: No.

>> ANDREW HOUTENVILLE: Oh, you're going off old analysis. That's something we certainly can report in the future and maybe a little focus area of further work. John O'Neill, let me ask you a question. So the question was raised about the use of say Ticket to Work. But there's also other forms of vocational assistance for people with disabilities. Can you talk a little bit about kind of the things that are available to college students, even if we're not seeing the data for these things? Can you give a broader sense of what students take advantage of in college?

>> JOHN O'NEILL: Certainly. One thing that students can take advantage of while they're in college and transitioning from college to employment is their state vocational rehabilitation agency. Oftentimes, students will avoid asking for those, for that support from that particular agency. And oftentimes it can be very, very useful. I know in New York City, the City University of New York (CUNY), which has about 250,000 students. It's a big system. But each college, four years as well as community colleges, in the Office for Students with Disabilities, there is a state vocational rehabilitation counselor housed who supports students who may be going onto further education or may be entering the labor market. It's a model that I think other states are using, as well. And I've heard something about that in California. Elaine may know something more about that.

>> ELAINE KATZ: I'm not that familiar. I know a lot of, in New Jersey, vocational rehabilitation services has paid for college services. I do think this is why we're encouraging schools to have the career services and disability services together because between the two of them, there are probably resources that are untapped, including scholarship information that students may not be aware of. There are oftentimes special scholarships for students with disabilities that they don't always apply for. That's from private sources. I know there are special foundations, for example, that funded college students with physical disabilities in the past.

So, I think there's a lot of advantages to looking at what's available to support your college career. For example, we have funded internships with The Washington Center for careers for students from New Jersey that allowed them to do an internship in Washington, D.C. It allows for a personal care assistant to travel with an individual from New Jersey. They do have an accessible dorm room, for example. There are programs at different schools and agencies that are out there. But it's a question of really finding them because sometimes they're not well publicized. Back to you, Andrew.

>> Andrew, I don't know if Jennifer is on, but maybe she could speak to the issue, if she is, of the federal government facilitating the hiring of people with disabilities. That has been, during the last administration, I know that has been somewhat successful and it still may be now.

>> JENNIFER SHEEHY: Sure, John. Nice to see you. And hopefully you guys can hear me. We at ODEP, Office of Disability Employment Policy, we have a partnership with the Office of Employment Management and the Equal Employment Opportunity Commission to really promote federal hiring of people with disabilities. We've been working on that for many years, but certainly we had a big push in success in getting people on in the last administration. And then that interest continued in this administration. And we have been operating what we call the Federal Statistics Exchange on Employment and Disability, led by those three agencies I had mentioned. And we have meetings where we promote and develop technical assistance for agencies on how to recruit, hire, and then certainly the best practices for retaining federal employees with disabilities. We have a community of practice of over 900 people, federal employees and hiring managers. So that we can continue to share what works. And also of course the challenges. We can mitigate those when we identify them.

And certainly people can reach out to me if they're interested in federal hiring. We have experts that can help them navigate the process. Thanks for asking.

>> ANDREW HOUTENVILLE: I just got word that the, I think we had too many speakers at one time, perhaps. And the sign language interpreter went off of the view. And they're just seeing the speaker. So, if someone can look into that.

A number of people have asked about the issues with regard to retention after. So when you go after college, how many jobs do you kind of bounce from. And one of the issues around that is we don't necessarily know. I believe, Kim, we have the number of jobs somebody has after leaving school. But we don't necessarily know the reason why, whether it was a retention issue or whether it was a matching issue. So they're migrating and progressing through their career, changing to jobs. Or whether it was an issue at the firm that they were at that didn't fit, and they left because they didn't think they had a bad experience or something of that nature. Kim?

>> KIM PHILLIPS: Actually, the report does have some information on the reason that recent college graduates left their last job. And also some reasons, I think, for why they may not be currently working. Also, that last one might not be true. But I do know there's also information about, or we have collected information about the reasons why people who are currently employed may be looking for a different job. If they're not entirely satisfied with the job they have. Yes, you can find some of that in the report.

>> We're actually now a few minutes over. So, I'm going to turn it over to Rodger. But as I mentioned, two things to mention before turning it over to Rodger. Number one is we'll stay around to try to answer some of the Q&A if people want to stay on and try to get the answers, the questions to the answers, the answers to the questions they asked. But also I want to highlight what's on the screen right now. Is that we have another session, another Zoom session just like this one for the ADA generation in the workplace.

And we're going to actually have a dialogue with some recent college graduates. And so I believe John and I are facilitating a panel of a few recent graduates and their experiences. And so that registration is available and you can go to the Kessler Foundation website again to find the registration for that webcast. I'm going to now turn it over, if I can get the thing to go down. Whoops. Ferris, I want control again. So, again, thank you, everyone. Rodger, take it away.

>> RODGER DeROSE: Thanks, Andrew. Appreciate it. And let me thank you Andrew and Elaine and John and Kimberly and all your administration team for today's events, as well as Jennifer Sheehy's comments. I think it's very clear that this survey is very important for higher education, for business, for the disability communities, as well as for individuals and their families. And as someone mentioned, as the economy restarts, I think this information is going to help guide the discussions that people make about their future and it will help others involved in today's call direct vital resources to where it's going to have the greatest impact. I think the survey shows that the ADA generation wants to work and I think you used the term striving to work. And they are taking advantage of what higher education has to offer. They're successfully entering the workplace, but unfortunately, it also reveals that there are still barriers that have to be faced by job seekers with disabilities—. The differences in earnings, as well as job quality. But hopefully the knowledge that we've picked up from this plan will improve employment results. I hope that we can strengthen the factors related to success in the workplace so we can focus all of our efforts on those factors that contribute to still to the large employment gap that exists between individuals with disabilities, and as well as individuals without.

So thank you, everyone, for joining us today. And Andrew, I'm going to turn it back over to you for any final questions that you would like to answer and address.

>> ANDREW HOUTENVILLE: I think that's it, Rodger. Thank you very much. Thank you all. We're going to close the seminar. I think that means we'll go on Facebook Live. We're going to shut down that stream. But we're going to leave Zoom running and Kim and I and others will try to get to your questions. It's the first time we've ever held it open. But thank you all and have a great afternoon. Thank you.

Bye-bye.

(Ended at 1:08 p.m. ET)